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ABSTRACT

Designed to help elementary school teachers deal with the concept of perception, the document provides a breakdown of perceptual components to enable the teacher to define and remediate student deficits. Informal screening devices for perceptual disorders are included. Discussed are visual, auditory, and other developmental factors (such as body awareness) and their relation to school success. Techniques for remediation and inexpensive teacher-made materials for use in remediation are discribed. A final section briefly describes some instruments for perceptual assessment, such as the Frostig Developmental Test, the Illinois Test of Psycholinguistic Abilities, and the Purdue Perceptual-Motor Survey. (IM)

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INSERVICE TRAINING PACKET

PERCEPTION

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EC 092866

INFORMATION PACKET

PERCEPTION

INTRODUCTION

THIS PACKET IS DESIGNED TO HELP TEACHERS DEAL WITH THE DIFFICULT CONCEPT OF PERCEPTION. AN ATTEMPT IS MADE TO PROVIDE A BREAKDOWN OF PERCEPTUAL COMPONENTS, ENABLING THE TEACHER TO MORE PRECISELY DEFINE AND REMEDIATE STUDENT DEFICITS.

INFORMAL SCREENING DEVICES ARE INCLUDED, ALONG WITH SUGGESTED TECHNIQUES AND ACCOMODATIONS.

TO OBTAIN FURTHER INFORMATION FOR REMEDIATING A SPECIFIC DEFICIT (I.E., FIGURE GROUND) CONTACT FLRS/CROWN.

WE REGRET THAT, DUE TO THE MEANS BY WHICH THESE IDEAS WERE COLLECTED, THE ORIGINAL AUTHORS ARE NOT ALWAYS CREDITED AS THIS INFORMATION WAS NOT AVAILABLE TO US.

FLRS/CROWN
JACKSONVILLE, FLORIDA

SUMMER, 1975

CONTENTS

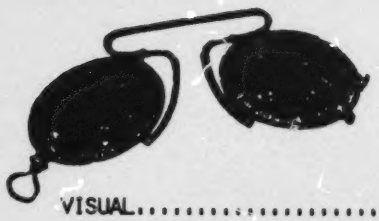
I.	INTRODUCTION	2
II.	DEFINITION OF PERCEPTION	4
III.	AUDITORY-VISUAL COMPONENTS OF PERCEPTION	5
IV.	INFORMAL SCREENING DEVICE FOR PERCEPTUAL DISORDERS	6
V.	SYMPTOMS OF PERCEPTUAL DISORDERS	7
VI.	VISUAL FACTORS AND THEIR RELATION TO SCHOOL SUCCESS	9
	A. Visual Function	9
	B. Visual Perception	9
VII	AUDITORY FACTORS AND THEIR RELATION TO SCHOOL SUCCESS	10
	A. Auditory Function	10
	B. Auditory Perception	10
VIII.	OTHER DEVELOPMENTAL FACTORS AND THEIR RELATION TO SCHOOL SUCCESS	11
	A. Body Awareness	11
	B. Gross Motor	11
	C. Eye-Hand Coordination	11
IX.	TECHNIQUES FOR REMDIATION	12
	A. Visual-Motor	12
	B. Auditory-Motor	12
X.	INEXPENSIVE MATERIALS FOR REMEDIATION	15
	A. Movement Exploration	15
	B. Finger Skills	15
	C. Eye-Hand Coordination	16
	D. Figure Ground	16
	E. Form Constancy	17
	F. Position in Space	17
	G. Spatial Relationships	17
XI.	INSTRUMENTS FOR ASSESSMENT OF PERCEPTUAL DIFFICULTIES/TRAINING PROGRAM	18

DEFININTION OF PERCEPTION

MANY DEFINITIONS HAVE BEEN GIVEN FOR PERCEPTION. "THE ABILITY TO RECOGNIZE, TO INTERPRET, AND TO ORGANIZE THE STIMULI ENCOUNTERED IN THE ENVIRONMENT" WAS EXPRESSED BY ONE AUTHOR. ANOTHER REFERRED TO IT AS "THE ABILITY TO ATTACH MEANING TO EXPERIENCE." PERHAPS THE SIMPLEST DEFINITION FOUND BY THIS COMMITTEE WAS, "WHAT THE BRAIN DOES WITH WHAT IT SEES".

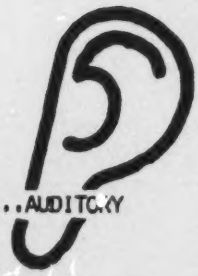
THE IMPORTANT POINT HOWEVER IS THAT PERCEPTION IS A COMPLEX PROBLEM ENCOMPASSING MANY VARIABLES. This report was designed, hopefully, to give some techniques for remediation within this area as well as some insight into the problems which underlie it.

Diagram and Explanation adapted from;
Kephart, Newell C.; The Slow Learner In The Classroom, pp. 55-62



PERCEPTION CAN BE

VISUAL.....OR.....AUDITORY



AND INCLUDE

- Visual-Motor: coordinating eye-hand movements (writing tasks, dressing)
- Discrimination: differentiating pictures and symbols (distinguish between similar letters, numbers....5/S)
- Figure-ground: seeing objects in foreground and background (identifying a specific individual in group picture)
- Form Constancy: ability to determine identity of picture/symbol from any direction **a ɒ ɐ ɒ**
- Position-in-space: relationship of object to observer (understanding prepositional terms ie in, out, up; may see b as d, p as q, etc.)
- Spatial relationships: relationship of two or more objects to each other and to observer (sees proper sequence of letters in words ie string can become stirring)

- Discrimination: differentiating one sound from another (able to use phonetic clues)

  string-spring

- Figure-ground: ability to screer out inappropriate sounds (can hear and attend to teacher's instructions)

  "Johnnie, are you listening"
  honk,honk,honk
  cough,cough *buzzzzzzzzz*

- Reception:understanding sounds or words (follows directions)
- Closure: ability to fill in missing parts of words partially presented (sound blending)

_icken
_oodle
_oup

auditory

visual

SYMPTOMS OF PERCEPTUAL DISORDERS
(SCREENING DEVICE)

Directions for use as a check list: Large print indicates general symptoms while small print itemizes specific symptoms. Children's names may be listed in either general or specific categories, whichever seems most appropriate for the teacher. This form may be used for both group profiles and individual profiles. To use as a group profile, enter the child's name in the suitable categories. To use as an individual profile, check the appropriate categories.

EXHIBITS HYPERACTIVITY _____
IS NOISIER THAN AVERAGE CHILD _____
HAS SHORT ATTENTION SPAN _____
IS INATTENTIVE-EASILY DISTRACTED BY ANY STIMULI _____
HAS DIFFICULTY SHIFTING FROM ONE TASK TO ANOTHER _____
(perseveration)
LOSES CONTROL EASILY _____
IS IMPULSIVE - ACTS BEFORE THINKING _____
HAS POOR SELF CONCEPT _____
PERCEIVES REVERSALS _____

.....

HAS DISORDER BELONGINGS _____
Dangling Showlaces _____
Clothes Buttons awry _____
Dishevaled Desk _____

.....

EXHIBITS GENERAL AWKWARDNESS _____
In Walking _____
In Running _____
In Skipping _____
In Rope Jumping _____
In Catching and Throwing _____

.....

EXHIBITS AWKWARDNESS IN SKILLED TASKS _____
In Cutting and Pasteing _____
In Tracing _____
In Matching Figures _____
In Copying Geometric Shapes _____
In Noting Similarities and Differences _____
In Writing _____

SYMPTOMS OF PERCEPTUAL DIFFICULTIES

Development of perception begins with gross motor development by the child before birth and proceeds through the long continuum of skills into ultimate integration. This is the normal process.

Researchers agree that the development of perceptual skills should be sequential. Unfortunately, many children are lacking skills withing various areas of sequential development. Researchers agree also that these skills can be improved and trained by certain excercises and activities.

The question often asked is: How do I know if a child ceeds perceptual training?

Teacher observation is an important clue to the answer.

Some symptoms to look for are:

1. Difficulty in recognizing objects and their relationship to each other in space.
2. Clumsiness at games and in everyday activities.
3. Confusion and distortion of visual symbols.
4. Character and behavior disorders.
5. Low academic performance.
6. Inability to differentiate letters such as b & d or recognize sequence of letters in a word.
7. Poor eye-hand coordination.
8. Difficulty in fine motor activities.
9. Poor self-concept.
10. Difficulty in perceiving pictures correctly.
11. Inattention.
12. Carelessness.
13. Loss of place on page.
14. Inadequate perception of size and shape.
15. Difficulty in understanding the meaning of words up, down, in, out, over, etc.

16. Inability to retain and recall instructions.

17. Inability to follow and trace objects.

18. Inability to maintain correct body posture.

19. Inconsistency in use of one eye, hand or foot in performance of activities.

20. Poor ability to reproduce rhythm sequences.

VISUAL FACTORS
AND THEIR RELATION TO SCHOOL SUCCESS

VISUAL FUNCTION	EXPECTED DIFFICULTY
FIXATION - Ability to fix one's vision at the place most likely to give a total view.	Looks at the end of a word and guesses by minimal clue, or combines end and beginning. Has difficulty finding key words.
PURSUIT - Ability to follow a moving object smoothly with the eye.	Moves head along a line instead of holding head still and moving the eyes. This can can cause blurring and make him lose his place.
SACCADIC MOVEMENT - Ability to move accurately and smoothly from one object to another.	Loses place, uses finger to point, skips or rereads lines. Needs a marker below line to keep place.
ACCOMMODATION - Ability to control focus for all distaces and for changing distances.	Holds book too close or too far away. Tends to move book closer for difficult words. When copying from the board, his eyes water and the print blurs.
FUSION - The ability to hold focus and to use both eyes for binocular vision.	Closes one eye, tilts head, holds book too close, rubs eyes, eyes watter, print blurs. Gets inconsistent stimuli.

VISUAL PERCEPTION	EXPECTED DIFFICULTY
FORM CONSTANCY - Ability to recognize and identify like and unlike forms.	Confuses similar words. Has difficulty with all symbols.
FIGURE-GROUND DISCRIMINATION - Ability to focus eyes on relevant aspects and to "tune out" irrelevant background.	Has problems with complex words and small or different type, and with noting details in reading. Writing form is poor, especially cursive writing.
SPATIAL RELATIONS - Ability to recognize symbol size and position in relation to others.	Confuses such letters as b and d, or m and w. Changes sequence of letters within a word. Poor printing.
VISUAL MEMORY (IMAGERY) - Ability to remember and visualize a previously viewed form or symbol.	Cannot recall newly learned words. Poor writing. (The dyslexic child.)

SUCCESS BEGINS WITH UNDERSTANDING, Norma Banas, I.H. Wills

AUDITORY FACTORS
AND THEIR RELATION TO SCHOOL SUCCESS

AUDITORY FUNCTION	EXPECTED DIFFICULTY
ACUITY - Ability to receive sound clearly at a wide range of intensity	Has weak or overloud voice. Breathes through the mouth. Frequently needs oral directions repeated. Cocks head. Watches speaker's lips.
LOCALIZATION - Ability to locate source of sound without visual clues. Usually indicates lack of biaural functioning.	Does poorly when teacher (or stimulus) is out of his view. Poor auditory perception.
DISCRIMINATION - Ability to distinguish similarity and difference of all speech sounds equally well at various pitches. (Can be an intermittent deficit.)	Has poor speech, spelling, and phoncis skills. Inaccurate repetition of auditory stimuli, especially names and isolated data. Fluctuating performance.

AUDITORY PERCEPTION	EXPECTED DIFFICULTY
CLOSURE - Ability to organize and abstract meaning from isolated auditory stimuli.	Has difficulty with phonics approach. Inaccurate response to oral directions, although there is evidence of recall. Poor sequencing memory. Frustration.
WORD DEAFNESS - Lowered sensitivity to auditory stimulation in the form of language. Lack of association (visualization) with a meaningful visual image.	Daydreams, is inattentive, anxious. Innaccurate response to oral directions, lectures, and conversations. Poor listening comprehension.
MEMORY (SHORT AND LONG RANGE) Ability to retain stimuli presented auditorily.	Forgets oral directions. Has difficulty finding words when speaking in front of class or recalling isolated data. Confuses labels: calls a fork a spoon, a lock a key.
APHASIA (RECEPTIVE) - Inability to associate words with meaning.	Inability to function in school if severe.

SUCCESS BEGINS WITH UNDERSTANDING. Norma Banas, I.H. Wills

OTHER DEVELOPMENTAL FACTORS AND THEIR RELATION TO SCHOOL SUCCESS

BODY AWARENESS	EXPECTED DIFFICULTY
LOCATION - Ability to locate body parts without visual clues.	Has difficulty visualizing. Low kinesthetic and tactile awareness.
IDENTIFICATION - Ability to identify body parts by name.	Has poor language recall.
SPATIAL AWARENESS - Ability to locate the body in relation to other objects. Sense of size and space.	Exhibits clumsiness, spills things, walks into furniture, is hyperactive. Has difficulty with directionality.

GROSS CONTROL AND COORDINATION	EXPECTED DIFFICULTY
LATERALITY - Internal awareness of left-right and other directional concepts. Location of things in relation to self.	Activities requiring balances and directional sense are affected; confuses b and d. Writing integration and closure, stopping and starting are affected.
DIRECTIONALITY - External awareness of left-right and other directional concepts. Location of objects in relation to each other in external space.	Has problems in visual-to-motor match when copying. This contributes to spatial problems, reversals, and mastering such material as place values in math, spelling, sequence, map sense, etc.
RHYTHM - Ability to coordinate in sequence and in a repetitive pattern the movements of the body or body parts.	Has difficulty with certain types of sports, with writing, and with reading fluency. Exhibits clumsiness in walking. Unable to jump rope or skip.

EYE-HAND COORDINATION	EXPECTED DIFFICULTY
MOTOR CONTROL - Ability to make kinesthetic response to a visual clue. Includes factors of muscle tone, rhythm, and visual skills.	Grips pencil awkwardly. Tremor shows in writing. Has difficulty controlling size and integration of lines.
MOTOR SPEED - Ability to respond automatically, which is a function of kinesthetic memory, muscular control, and rhythm.	Motor movement is slow and labored. Has difficulty sustaining movement. Poor rhythm in writing. Affects timed activities.

SUGGESTED TECHNIQUES AND ACCOMODATIONS

A classroom teacher can help a child with perceptual difficulties or "perceptual delay" organize sensory date (1) by providing overt support in the environment in which the sensations are embedded and (2) by using overt motor support to help the child analyze the sensations.

The following tend to train perceptual skills as will as instruct in a specific subject area: The objective is the latter. Thus the classroom teacher can "handle perceptual training within an academic framework."

"Perception Difficulties and Classroom Management: (from the Reading Teacher Vol. 24, Number 6. "Perceptual Skills - a concern of the classroom teacher?" by Jerome Rosner, Project Director of the Perceptual Skills Curriculum, University of Pittsburg, Pennsylvania.)

TO ASSIST VISUAL-MOTOR FUNCTION:

1. Emphasize the differences in whatever visual information is provided. Ask him to "trace" over the letters and words, "draw" them in the air with a finger, "draw" them with his eyes closed, and-in as many other ways as possible-appreciate the construction of the symbols.

2. Encourage the child to use his finger as a pointer when he is reading. Allow him to use an oaktag "liner" under each line of print, or to use a "mask" which has been slotted so that only one line of print is exposed at any given time.

3. Explain what you are doing while you do it, so that the child may hear it and see it at the same time. "Tell" while you "show".

4. If possible, evaluate the child's progress by testing him orally. Encourage oral responses generally.

5. Reduce the amount of written seatword that the child is expected to produce.

6. Illustrate spatial relationships in teaching arithmetic by using concrete materials, (blocks, rods, coins, etc.) and encourage the child to manipulate them in working out number relationships.

7. Pre-analyze the material for the child before presenting it to him. Arrange the lesson into sequentially-ordered steps and, if possible, present them one at a time. The child should be aware of what he is expected to produce at each step.

8. Avoid giving the child dittoed seatwork or work book assignments in which the pages are "busy" or cluttered. Simplify the layout or clearly divide the work spaces for each task.

9. Help the child organize the space on his paper before he starts a written task. For example, have hime fold his paper into rectangles in which to do his arithmetic. If the folds do not provide sufficient help, use heavy lines to divide his paper into defined spaces.

SUGGESTED TECHNIQUES AND ACCOMODATIONS(CONT.)

10. Use lined paper and graph paper for the same purpose; do not, however, use lined or graph paper that is too refined. The lines should be widely spaced.

11. If he is having trouble with pencil control, let the child try a felt-tip pen or other writing instruments of varying shapes and weight. A pencil holder might prove to be useful.

12. Use records and a tape recorder, if possible, to supplement written materials.

13. Use color cures in introducing new letters, sounds, or words.

14. Try to seat the child in a quiet corner, away from distractions and stimulation.

15. Experiment with various seating positions, paper positions, etc., to determine the most effective combination.

TO ASSIST IN AUDITORY-MOTOR FUNCTION:

1. Point out and emphasize the difference in the phonemes of the language. Ask him to "say" the sounds, listen to them, and appreciate the way his mouth "feels" as he does. Have him watch your mouth as you form the sounds.

2. Train basic auditory skills while starting a reading program, if possible. When Elementary skills have been established (e.g., an auditory appreciation of beginning consonants, short /a/ and short /i/, explit this in a beginning reading program that teaches basic phonetic decoding.

3. Avoid sight-method reading programs. This type program fails to stress the basic individual sounds of the language and leaves it to the child to sort them out.

4. Use such visual mediators as color cures, diacritical marks and underlined letters to aid the child in relating a specific phonome to a visual stimuli.

5. Ask short questions.

6. Give him time to think about a problem before requiring a verbal response from him.

7. In response to a question, have the child repeat the question as part of his answer. Assist him in organizing his verbal responses. Encourage him to use words.

8. Be certain that the child understands the meaning of all the words presented.

9. Use short, one concept sentences. Avoid multiple commands or directions.

SUGGESTED TECHNIQUES AND ACCOMODATION (CONT.)

10. Speak distinctly and request the same from the child.

11. Alter your own verbal presentations, whisper, raise or lower your pitch, tone, speaking rate, etc.

12. Offer visual clues whenever possible. "Show" as well as "tell".

13. Encourage the child to repeat verbal instructions to himself.

14. Encourage the child to verbalize....to "tell" himself as he works.

15. Encourage sub-vocalization during silent reading until he is capable of eliminating the behavior and still meeting the demands of the situation.

16. Encourage him to say what he is writing while he is writing.

17. If possible, involve him in rhyming games and in activities which stress auditory discrimination, sequence and memory. Singing and rhythm activities may be useful.

18. Review constantly. Assume nothing until he demonstrates automatic type responses.

19. Avoid taped lessons until you are certain he can meet the demands of the task.

20. Try to seat the child so that he can watch you speak without distraction.

* In all cases, regardless of his strengths and deficits, provide the child
* with a learning environment that is patient, predicatable and positive in
* attitude. A child who manifests perceptual dysfunction need not face
* continuous frustration and failure.
* * * * * *

IDEAS

INEXPENSIVE HAND-MADES

MOVEMENT EXPLORATION

Buy the book first. A Guide to Movement Exploration by Layne C. Hackett and Robert G. Jenson, Peek Publications, 982 El Cajon Way, Palto Alto, California.

Walking Board.
Balance Board.
Tinikling (carpet store).
Lummi sticks (inside of paper towels or rolled newspaper held with masking tape.)
Tires (tire company), or obstacle course (cardboard boxes from store).
Lunch tables.
Playground painted obstable course.
Ropes, hula hoops, individual balls 7".
Hand-made flash cards, flo-pen and tagboard.
Designs painted or taped on floor.
Foot or hand prints taped on floor.
Oilcloth Twister 36 squares, 9x4 with letters and numbers.
Mat provided by school.

FINGER SKILLS

Nuts and bolts.
Clothespins and Clothesline.
Double clothespin boxes made or shoe boxes.
Weaving looms (lumber yard and some nails).
Tagboard yarn designs to sew (tagboard and hole-puncher, flo-pen design).
Macaroni decorations to thread or glue on tagboard design.
Cardboard animal designs to pattern, cut, and paint by pattern or self-designed.
Colleges to cut, glue on construction paper.
Imitation of finger designs through screen (Square of cloth and simple stand-up frame).
Buttons to match or sew on old cloth.
Lacing, buttoning, hooking frames hand made.
Pipe cleaner alphabet letters pasted on tagboard.
Salt in baking pan for tracing letters.
Pieces of railroad track for tracing with finger prior to Visual-Motor of Frostig Paper folding.
Paper cutting.
Cardboard guide lines for cutting lines, curves.
Sandpaper for smoothing wood.
Tweezers and tagboard painted mosaics.
Child-made materials for tactile form constancy (bits of material and cardboard provided by children or teacher).
Bottle decoration from scraps provided by children (glue and spray paint).
Puppets from socks, card board, buttons, yarn, and scraps

EYE-HAND COORDINATION

Hand-made wall chart with stripes painted like those on bats; bats made of inside of paper towels with corresponding stripes painted or made of scotch tape colored.
Styrofoam balls to throw and catch simultaneously (hobby shop).
Flashlight tag in darkened room (two pencil-lighters).
Styrofoam ball on string suspended from ceiling or wall to tage with finger.
Hand-made bull's eye, wastebasket, old hat, or golf club and paper cup (golf club made out of a long stick and a short one), home-made croquet made of a long stick, short block of wood, styrofoam ball, and clothes hanger wickets taped to floor.)
Clothespin in the bottle.
Activity or story-scrapbooks, hand-laced (tagboard and yarn, hole-puncher.)

FIGURE-GROUND

Sorting certain objects from background of other objects: buttons, pieces of string, colored pieces of tagboard, golf tees by color, nuts and bolts, alphabet letters on tagboard, numbers, words.
Pictures from the front of magazines to find certain items or count the number of certain items.
Catalog finding: find all items with a certain price and list them from a catalog, Sears or Wards.
Catalog finding: find all the items with a certain shape and list them from a catalog.
Catalog finding: find all the items for boys, or girls, or men or women, from a catalog.
Catalog finding: find all the items shown in a certain color.
Catalog finding: find all the items for a certain purpose.
Pick out all the same color toothpicks, or pipe cleaners.
Flo-pen tracing with plastic overlay in sequence from easy to difficult prior to Frostig.
Pick out certain objects around the room by size, shape, or other distinguishing characteristics and list or name them.
Find the part that's missing from hand-made pictures of teacher.
Fill in the missing part.
List all the incongruity in a picture or circle it (pictures made by teachers).
Words or letters or sentences written over others on a mimeo to decode.

FORM CONSTANCY

All the items listed under Figure-Ground.
Matching: macaroni shapes, pencil graduations in size, variations in color, mimeo pages of the same word or letter written in many scripts, sizes, forms.
Matching sizes, shapes, colors, functions of things found in the room.
Imagination: Imagine what else could be a certain size, shape, color, or perform a certain function.
Why are a train and a boat alike? An airplane and a car? etc.
What is the one feature of an owl that makes it look different from other birds? Why is it a bird?
Which of these are hats? (mimeo of all different styles of hats, plus other items of clothing). Why are these things hats? What gives them their hatness?

POSITION IN SPACE

Obstacle course: over desk, under table, on top of chair, in front of blackboard, behind Sally, beside Pete, in the room, outside the room etc.
Positioning objects on paper by direction: put a red X on the fifth row of circles from the top of your page, at the left side of your paper, etc.
Block designs made to copy: (cubical counting blocks and tagboard designs made by teacher).
Playing soldier groups in formation respond to command of teacher, turn right, etc.
May I? Or Simon Says games.
Obstacle course outdoors, over, under, in, up, down, around.
Arrange chairs, before, behind, in front of, beside, third from the left, etc.
Blackboard: Put an "R" in front of "ing", what do you have? Put an "s" in back of"ring", what do you have? Put an "st" in front of "rings", what do you have?
String matching of objects, numbers, letters, words (Tagboard, flo-pen, string.

SPATIAL RELATIONSHIPS

What comes after "t" in the alphabet? What comes before "t"?
Floor map---------Floor Clock.
Directional exercises on paper made by teacher. Draw a line between the bottom right corner and the top left corner.
Slalom course outdoors with tires, cardboard boxes, directional charges, etc.

INSTRUMENTS FOR FURTHER ASSESSMENT

1. MARIANNE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION: Five subtests which assess functioning in: eye-motor coordination, perception of figure-ground, perception of form constancy; perception of position in space, and perception of spatial relationships. Administered either group or individual; scoring id objective. Subtest may be converted to a perceptual age equivilant, representing the age at which the average child achieves this score. A total perceptual quotient (PQ) may be derived.
2. THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES: Nine subtests which assess functioning in: auditory-vocal, visual decoding; motor encoding, auditory-vocal association, visual-motor, sequencing, vocal encoding, auditory vocal sequencing, visual-motor association, auditory decoding. Administered individually; scoring is objective. Subtests yields raw score, language age, standard score, and profile test numbers. A total score may be obtained to assess total development. Test requires a trained clinician for administration.
3. THE PURDUE PERCEPTUAL - MOTOR SURVEY - KEPHART: A series of observations helpful in evaluating a child's ability and performance in the perceptual-motor area. The areas of observation are: walking board activities, jumping, identification of body parts, imitation of movement, obstacle course, Kraus-Weber, angels-in-the-snow, chalkboard circle, rhythmic writing, ocular pursuits, visual achievement forms, and organization. Administered either group or individual, scoring is subjective. A rating scale from 1-4 is employed to evaluate performance in each area.

4. BENDER - GESTALT TEST: Composed of nine cards which the subject is asked to reproduce. Usually employed as an additional tool in a battery of tests to give clues for the possible presence of organic brain pathology. Test is admininstered individually by a skilled clinician; scoring is objective and/or subjective.
5. ROBERT F. VALETT: PSYCHOEDUCATIONAL INVENTORY OF BASIC LEARNING DISABILITIES: A series of observations helpful in evaluating a child's development and performance in the areas of: gross motor development, sensory-motor development; perceptual motor development; language development conceptual development, and social skills. Administered either group or individual; scoring is subjective. A 5 point rating scale from, very weak to very strong, as employed to evaluate performance in each area.
6. WINTER HAVEN, PERCEPTUAL COPY FORMS AND INCOMPLETE COPY FORMS-SUTPHIN: Assess the ability to organize, copy and to see how a child relates to his world of space. Administered either group or individually; scoring is objective. Score shows ability or inability to perform near point work tasks and failure to integrate mass forms. Most often used for children between 5 & 7 years of age.
7. BINGHAM BUTTON TEST: Series of check lists sampling child's knowledge of colors, size and comparisons, relationships of objects, numbers, and spatial relations. Administered individually, scoring is objective in a correct or incorrect fashion. Total score may be obtained for reasons of comparison.

8. GESELL DEVELOPMENTAL EXAMINATION - ILG AND AMES: The examination is divided into seven parts: initial interview, paper pencil test, right and left test, form test, naming of animals is 60 seconds, concluding interview, and examination of teeth. Tests and interviews are administered individually; scoring is both objective and subjective. Total score may be obtained which is indicative of school readiness. Test must be administered by skilled personnel.

9. LEARNING METHODS TEST - ROBERT MILLS: Test samples four methods of teaching in relation to child's strengths and weaknesses: visual method, phonic or auditory method, kinesthetic or tracing method and combination method. Test may be administered either group or individually; scoring is objective. Total score within an area is indicative of the most successful way by which the child will learn.

SOURCE AND PRICE OF ABOVE TESTS:

Marianne Frostig Developmental Test of Visual Perception:
Test Specimen Set $5.00; Examiners Kit $10.50; Set of 25 Tests $11.00; Scoring Manual $3.00; Published By:
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

The Illinois Test of Psycholinguistic Abilities:
Complete Examiners Kit of Testing Materials $32.00; Published By:
University of Illinois Press
Urbana, Michigan

The Purdue Perceptual-Motor Survey:
Eugene G. Roach and Newell C. Kephart Manual $3.95; Package of 25 cards $1.00; Surveys $3.95; Published By:
Charles E. Merrill Books, Inc.
300 Alum Creed Drive
Columbus, Ohio 43216

Bender Visual Motor Gestalt Test for Children:
Set of Cards $2.50; 25 record forms $5.50; Manual $6.00; Published By:
The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychoeducational Inventory of Basic Learning Abilities:
Robert E. Valett; Manual $12.00; Student Workbooks-set of 25 $10.50;
Published By:

Fearon Publishers
2165 Park Boulevard
Palo Alto, California 94306

Winter Haven, Perceptual Copy Forms and Incomplete Copy Forms:
Published By:

Winter Haven Lions Research Foundation
Box 1045
Winter Haven, Florida

Bingham Button Test:
Published By:

Kindergarten Office
Annie Lytle School
Jacksonville, Florida

Gesell Developmental Examination: Ilg and Ames:
Test Materials and Recording Sheets to accompany School Readiness by Frances L. Ilg and Louise Bates Ames $4.00; Published By:

Harper and Row, Publishers
New York, New York

Learning Methods Test:
Robert Mills: Set of complete manual of directions, a pad of 25 record forms, and a box of 420 picture word cards-40 of which are used during the test administration $6.00; Published By:

The Mills Center
1512 East Broward Boulevard
Ft.Lauderdale, Florida